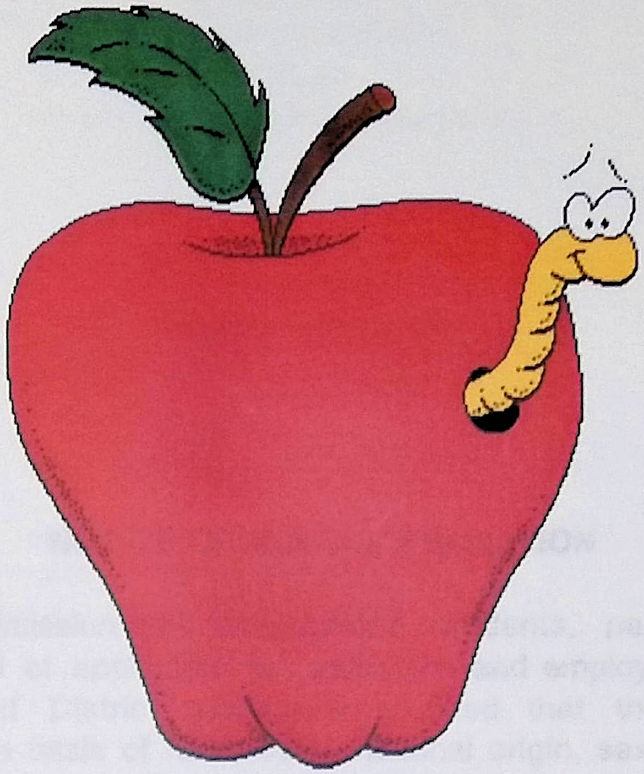
FACULTY / STAFF
HANDBOOK



Shooting for the Stars!

John Glenn Elementary
308 N. Main
Donahue, Iowa 52746
319-282-9627

e-mail: albertson_cj@north-scott.k12.ia.us personal line: 563-282-9862

Last revised Fall 2002.

These policies may be
changed to meet
evolving needs.

NOTICE OF NONDISCRIMINATION

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment with schools in the North Scott District are hereby notified that the schools do not discriminate on the basis of race, color, national origin, sex, age, or disability as defined in Section 504 of the Rehabiitation Act of 1973 and Title 1 of the Americans with Disabilities Act, in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning schools' compliance with the regulations implementing Title VI, and Title IX, of the Civil Rights Laws, the Americans with Disabilities Act or Section 504 is directed to contact the source listed below who has been designated to coordinate the schools' efforts to comply with the regulations related to these laws.

Dr. Sharon Schnoor, Equity Coordinator
North Scott Community Schools
251 E. Iowa Street
Eldridge, IA 52748-1910
Phone: (319) 285-4819
Fax: (319) 285-6075

"The John Glenn School Song"

This School is your school,
This school is my school,
From the city of Donahue
To the town of Maysville,
Through the country cornfields,
Down the road to Dixon,
This school was made for you and me.

As I was walking
That lighted hallway
That my footsteps follow
On the way to learning,
I heard the voices
Around me singing
John Glenn's the school for you and me!

This school is your school,
This school is my school,
From the city of Donahue
To the town of Maysville,
Through the country cornfields,
Down the road to Dixon,
This school was made for you and me.

The world is changing,
The people growing.
We have to learn how
To keep her going.
It's here we learn of
The earth about us.
John Glenn's the school for you and me!

This school is your school,
This school is my school,
From the city of Donahue
To the town of Maysville,
Through the country cornfields,
Down the road to Dixon,
This school was made for you and me.

This school was made for you and me.

John Glenn's the school for you and me!

PROFESSIONAL CLIMATE

Work Day

The work day generally is considered to be 7:45 a.m. till 3:45 p.m. daily. All teachers are expected to be in their assigned places ready to greet students when the 8:05 bell rings. The clerical staff day ends at 4:00 p. m.

Staff Attendance

Regular attendance is expected. The most prized commodity we offer is the precious learning time that results when the teacher is in personal contact with their students. When that time is lost it can not be recaptured.

Sign-Out

Employees may leave the building during their scheduled duty-free lunch period or for authorized work-related reasons during non-student contact time by signing out in the school office unless such time has been scheduled for supervision. There may be other instances where employees may sign out during their work day with permission of principal.

It is not the principal's responsibility to seek clearance in scheduling meetings on school time; rather if an employee intends to sign out early, it is his/her responsibility to seek clearance.

Monday nights have been set aside by the district as times for regular building meetings. It is the expectation that other personal business can be conducted on the remaining four work nights and that great care will be taken to be in the building--meeting or not--on this day.

Absences

Any staff member who is going to be absent from class for any reason must call central office (285-3102) for a substitute before 7:00 a. m. Absent staff members must also call their building principal at school between 7:30 and 7:40 or leave a message on the principal's private line (282-9862). This number is not for publication.

Absentee Forms

All personnel are to fill in the gold absence report form their first day back on the job.

Substitutes

A guide for substitute teachers is to be completed and left with plans. Good lesson plans should be left which include the daily schedule, an up-dated seating chart or name cards, teacher's manuals, copies of all materials being used (with answer key) and instruction regarding classroom procedure. If activities would be difficult for a substitute to follow, alternate plans and activities should be prepared. Each night, lesson plans should be left on the desk with materials to be used the following day. A survey of our substitutes show the following information most needed by them:

1. Opening
   a) how to mark attendance
   b) who leads the pledge and when
   c) if they do a calendar, how
   d) what to mention about weather
   e) how to handle lunch money/sign-up/line-up/etc.
2. Lunch and playground duties
   a) describe job, especially in lunchroom and if recess is indoors
   b) brief rules for playground
   c) mention if you're all alone or just responsible for your grade level
   d) how to bring children in
3. How to seat children during tests
4. Procedure for discipline
5. If no seating charts are used, at least a list of names, especially for each reading group
6. Any special direction on stacking chairs.
7. Emergency procedures outlined

Leaves

A. Professional Leave

A teacher may be excused from his or her regular duties to attend functions closely related to their school duty. However, these absences-from duty must have the approval of the principal and superintendent prior to being taken.

B. Personal Leave

Personal leave will be granted in accordance to Master Contract.

C. See master contract for other leaves of absence. (maternity, bereavement, etc.)

Note: Forms are available in the office for leaves. Please familiarize yourself with ALL details of the master contract.

Teacher Responsibility for Confidentiality

Teachers are cautioned that student discipline problems, parent/conference information, student personal or academic problems are to be treated as privileged information. They are not to be topics for discussion outside the regular teacher-principal staffing, where such information is handled in a professional manner.

Classroom Atmosphere, Grooming and Dress

As professionals, we are responsible for establishing an appropriate atmosphere in which good learning takes place. The classroom setting and attitudes we project to our students are extremely important. They go a long way in framing students' perceptions of what will be taking place there. The teacher needs to take care that the classroom setting (room arrangement, bulletin boards, etc.) is attractive, orderly and inviting. It will be giving the first suggestions of what might be taking place in this classroom.

How the teacher presents him- or herself and gets involved with students will also give a message to students. Care should be taken to insure that the atmosphere is, not only businesslike, but one of congeniality and warmth. It should project a feeling that says, " I care about you; I want to help you be successful."

Good grooming and professional dress are also important for the maintenance of a good learning atmosphere. The teacher should be viewed by the students and parents as a professional, projecting the image of one who believes that what happens in their classroom is important. Studies have shown that there indeed IS a direct correlation between formality of dress and classroom decorum. "Dress Down Days" on a regular or weekly basis is discouraged because it tends to give the message that this is a let-up day with less or no expectations, lending itself to a more "carnival-like" atmosphere. There will, of coarse, be exceptions to this general philosophy. With proper permission, the Student Council, for example, may schedule "A Fifties Dress-up Day", "Hat Day", or "Blue Jeans Friday", etc. Other occasions such as certain field trips or class outings may call for less formal attire.

Instructional / Clerical Assistants

Building para-professionals are hired for a specific task and their work schedule is arranged by the Principal.

Parking

All personnel are to park cars in the designated parking areas. Parking is NOT allowed along walk in front of building; this area is reserved as a traffic safety lane and for drive-up delivery traffic only. This includes inservice workdays as well as days when classes are in session.

Faculty Inservice & Staff Development

The calendar provides for In-Service before, during, and at the end of the school year.

The district has set aside Monday's as the day in which regular building meetings are to be scheduled. Although these meetings will not be held unless there is necessary business to conduct, faculty should avoid scheduling personal appointments on that evening after school. The location(s) for these meetings will be determined as needed. These meetings are used for discussing building issues, in-service, review of policies, goal setting, site-based management, large-group planning, etc.

Other faculty and/or staff meetings may be called occasionally if staff needs to be involved in decision-making that would not allow for waiting until the next regularly scheduled faculty meeting.

Calendar

Each teacher should have a copy of the North Scott Calendar. Please keep these calendars handy for easy reference. Each teacher is responsible for bringing these calendars to **all** faculty-staff meetings for necessary updates and/or corrections. (More specific, monthly calendars will be a part of each monthly newsletter and should be used as a more detailed listing of John Glenn-specific events and activities.)

Parent-Teacher Organization

All staff are encouraged to support our Parent-Teacher Organization (PTO) and its activities. Let them know you appreciate their efforts.

It is expected that every teacher will make reasonable attempts to attend scheduled P. T. O. events throughout the year. We try to have teacher representatives at each meeting, as well. A sign-up sheet will be available.

Special Dates for 2002-2003 at JG

Make sure your calendars are marked with these special items . . . . .

August 29	Open House 5:30 -7
September 5	New Family Orientation / PTO Meeting
September 6-17	American Character Educ. Wk. activities (9/11 Assembly)
September 20	Ecology Day (Wapsi Environmental Camp)
September 26	Homecoming Parade 5 p.m.
September 30	Conferences 4-8 p.m.
October 3	Conferences 4-8 p.m.
October 8	Picture Day
October 14	Pizza Hut Night
October 23-31	Red Ribbon Week activities
October 31	Halloween Parade 2 pm
November 11-15	Iowa Tests of Basic Skills
November 27	Grandparent's Day
January 19	NS Art Exhibit/Reception at Davenport Museum of Art
January 27	Conferences 4-8
January 30	Conferences 4-8
February 8	Glenn Fun Night/FundRaiser
February 14	Valentine Skating Party
March 7	Kindergarten Round-Up
March 10	Spring Pictures
March 20	Music Program (Rehearse at Aud. on March 19)
April 9	4th grade to Symphony Day
April 15	Glenn 6th grade Orientation at the JH
April 16	5th grade at Exchange City (with Shepard)
May 19	4th Grade Field Day
May 20	5th Grade Field Day
May 21	6th Grade Field Day
June 4	6th Grade Graduation (date may change if Snow Days are added)

2002-2003
John Glenn Calendar

8/22 Day 1
8/23 Day 2

8/26 Day 3
8/27 Day 4
8/28 Day 1
8/29 Day 2
8/30 Day 3

9/2 Labor Day
9/3 Day 4
9/4 Day 1
9/5 Day 2
9/6 Day 3

9/9 Day 4
9/10 Day 1
9/11 Day 2
9/12 Day 3
9/13 Day 4

9/16 Day 1
9/17 Day 2
9/18 Day 3
9/19 Day 4
9/20 Day 1

9/23 Day 2
9/24 Day 3
9/25 Day 4
9/26 Day 1
9/27 Day 2

9/30 Inservice
10/1 Day 3
10/2 Day 4
10/3 Day 1
10/4 Day 2

10/7 Day 3
10/8 Day 4
10/9 Day 1
10/10 Day 2
10/11 Day 3

10/14 Day 4
10/15 Day 1
10/16 Day 2
10/17 Day 3
10/18 Day 4

10/21 Day 1
10/22 Day 2
10/23 Day 3
10/24 Day 4
10/25 Day 1 -- 45

10/28 Inservice
10/29 Day 2
10/30 Day 3
10/31 Day 4
11/1 Day 1

11/4 Day 2
11/5 Day 3
11/6 Day 4
11/7 Day 1
11/8 Conf. Comp

11/11 Day 2
11/12 Day 3
11/13 Day 4
11/14 Day 1
11/15 Day 2

11/18 Day 3
11/19 Day 4
11/20 Day 1
11/21 Day 2
11/22 Day 3

11/25 Day 4
11/26 Day 1
11/27 Day 2
Thanksgiving Break

12/2 Day 3
12/3 Day 4
12/4 Day 1
12/5 Day 2
12/6 Day 3

12/9 Day 4
12/10 Day 1
12/11 Day 2
12/12 Day 3
12/13 Day 4

12/16 Day 1
12/17 Day 2
12/18 Day 3
12/19 Day 4
12/20 Day 1
Christmas Break

1/6 Day 2
1/7 Day 3
1/8 Day 4
1/9 Day 1
1/10 Day 2

1/13 Day 3
1/14 Day 4
1/15 Day 1 - - 45

1/16 Day 2
1/17 Day 3

1/20 Inservice
1/21 Day 4
1/22 Day 1
1/23 Day 2
1/24 Day 3

1/27 Day 4
1/28 Day 1
1/29 Day 2
1/30 Day 3
1/31 Day 4

2/3 Day 1
2/4 Day 2
2/5 Day 3
2/6 Day 4
2/7 Day 1

2/10 Day 2
2/11 Day 3
2/12 Day 4
2/13 Day 1
2/14 Day 2

2/17 Winter Break
2/18 Day 3
2/19 Day 4
2/20 Day 1
2/21 Day 2

2/24 Day 3
2/25 Day 4
2/26 Day 1
2/27 Day 2
2/28 Day 3

3/3 Day 4
3/4 Day 1
3/5 Day 2
3/6 Day 3
3/7 Day 4

3/10 Day 1
3/11 Day 2
3/12 Day 3
3/13 Day 4
3/14 Day 1

3/17 Day 2
3/18 Day 3
3/19 Day 4
3/20 Day 1
3/21 Day 2 - - 45
Spring Break

3/31 Inservice
4/1 Day 3
4/2 Day 4
4/3 Day 1
4/4 Day 2

4/7 Day 3
4/8 Day 4
4/9 Day 1
4/10 Day 2
4/11 Day 3

4/14 Day 4
4/15 Day 1
4/16 Day 2
4/17 Day 3
4/18 Spring Break Day

4/21 Conf. Comp
4/22 Day 4
4/23 Day 1
4/24 Day 2
4/25 Day 3

4/28 Day 4
4/29 Day 1
4/30 Day 2
5/1 Day 3
5/2 Day 4

5/5 Day 1
5/6 Day 2
5/7 Day 3
5/8 Day 4
5/9 Day 1

5/12 Day 2
5/13 Day 3
5/14 Day 4
5/15 Day 1
5/16 Day 2

5/19 Day 3
5/20 Day 4
5/21 Day 1
5/22 Day 2
5/23 Day 3

5/26 Memorial Day
5/27 Day 4
5/28 Day 1
5/29 Day 2
5/30 Day 3

6/2 Day 4
6/3 Day 1
6/4 Day 2 - - 45

CLASSROOM PROCEDURES

Discipline

Teachers undermine their own authority by frequently sending troublesome students to the office. In most cases, it is assumed that the instructional staff can manage the situation better than office personnel. Obviously, however, extreme cases may require office assistance.

All students sent to the office are to have a discipline card. When this is inconvenient, the student's card may be sent down as soon as possible following the incident...the office will wait to speak to the student until the card with the teacher's explanation of the incident can be consulted.

If the principal is not available, an appointment will be made with the principal through the secretary. The principal will take responsibility for addressing the card and disciplinary procedure. The student will be sent back to class until the time of the appointment. For serious infraction, where it is better to remove the student from class and place in a time-out setting, see that students have material to work on and indicate that they are to be in time out. The assigning teacher and principal will discuss the option of making a parent contact to discuss the student's problem; this will also be the case when a student has been sent in with their second card from one teacher. When a punishment is needed, the person deciding the penalty is assuming responsibility for the needed follow-through. Decisions should never be made by one staff member for another.

Teachers are cautioned never to use corporal punishment. They are also cautioned to be careful in the manor in which they physically handle a child in ANY instance. The building principal is empowered by Board Policy to detain students after school hours as a disciplinary measure, provided notice is given to the parents at least twenty-four hours in advance.

A detention 'study hall' will be supervised during the noon recess period. Students are placed in this detention only at the discretion of the principal. This is not meant to be an area for make-up work or students whose parents request that they stay inside for recess for health reasons.

Lesson Plans

Lesson plans are a professional approach to classroom planning. It has as its main focus student learning. It is assumed that each teacher carefully plans their time with their students. Each teacher should have a completed plan left on the desk at the conclusion of each day. Included should be:

a) the schedule for the next day
b) materials necessary to the lesson
c) pertinent notes to the lessons and student involvement

Plan books will be examined frequently by the principal to study pacing, areas covered, materials used, and ease with which a substitute can undertake and follow the lesson.

Visitations and observations will verify how class lessons parallel the planning.

Homework

Homework should be used to supplement classwork and reinforce concepts that have been learned in class (Remember the adage that only "***perfect*** practice makes perfect"). The assignments and due dates should be definite and clearly explained. Homework should be within the range of each pupil's ability. A common rule of thumb about quantity is that students should be responsible for approximately 10 minutes of homework per night for each grade level (i.e. 3rd graders have 30 minutes; 6th grades have 60 minutes). Obviously, this is not an absolute for all students--flexibility and individualization are important tools for the teaching in making appropriate homework assignments that serve a positive purpose.

Teachers should make every effort to check all homework given in a timely manner--remember, you are not happy when the assignment is not turned IN on time; the student has a right to be unhappy when you don't get it back to them as promised, too!

There are times when it is appropriate to give students time to study or work on assignments in class, however this should not become the normal routine because this deprives the students of the learning they are coming to our school to obtain. This is best done as a means of ascertaining that the students fully understand the concepts and assignment to be done at home that evening. After all, that's why they call it HOMEwork.

Textbooks

Students should be reminded that they "rent" their textbooks. Unduly damaged and lost books must be replaced. At the end of the year each teacher should make an inventory of what textbooks they have in their room and then store them carefully in the classroom over the summer. It is the responsibility of the classroom teacher to see that all new texts are appropriately stamped and numbered as property of John Glenn Elementary/North Scott Schools (consumable texts/workbooks need not be stamped).

Bulletin Boards & Classroom Displays

A bulletin board can be an effective teaching tool to make announcements, spark interest, create a positive atmosphere, reward positive efforts, and introduce new topics/units/ideas/words/concepts/etc. Bulletin boards and classroom displays should be attractively and meaningfully decorated. Please don't use outdated pictures or faded backgrounds; please change in a timely manner. Due to the permanent damage it can produce, taping items to blackboards, doors, or walls for an extended period of time can not be allowed.

Student Illness

Should a child become ill in school, he/she is to be sent to the office where necessary arrangements will be made with his /her parents (parents should not be contacted directly from the classroom regarding picking up a child during regular school hours). The same procedure is to be followed in case of accidents on the playground or anywhere else on school property. Teachers must fill in an accident report form found in the office when a student suffers an injury under their supervision. Parents must be notified.

Teachers are not to distribute or prescribe medicine. A health record of each child is kept in the office. ALL medication must be dispensed from the office, and only with a written order from the parent and/or physician.

All accidents, either student or staff, must be reported to the office where it will be recorded. Any accident involving medical attention shall necessitate an Accident Report being filled out by the supervising personnel.

Attendance and Lunch Count

It is the responsibility of the first period teacher to take attendance and an accurate lunch count which should be sent to the office on the green attendance form first thing each morning. Attendance again must be taken first period in the after noon and reported to the office before the end of the period.

Lunch count should not only consist of the number of hot lunches ordered, but also a list of the names of students ordering an 'alternate' lunch (these can be written on the back of the lunch slip),

Proper and accurate attendance-taking is the responsibility of the teachers. It is the responsibility of the office to accurately record the attendance and, after student returns, record the reason for absence. The nurse will contact the parent after a student has been absent three (3) consecutive days. It is important that all staff take the matter of attendance and record keeping seriously. Our records must be as accurate as possible.

Milk and Hot Lunch

With the addition of computerized lunch accounts during the 2001-2002 school year, we no longer issue actual 'tickets' for hot lunches. Students apply any amount of money to their accounts, names are scanned into the computer as they choose to eat from the hot lunch program, a running account of their monetary balanced is tracked, and reminders that their accounts are running low of funds are sent home each night that the account is below $5.00. These notices will be brought to your room each afternoon and a routine procedure should be in place in each classroom to assure that the notices go home with the children that evening.

Student names will be scanned at the time the students receive their lunch. Names of primary students who are having snack milk should be dropped off in the office at the time milk is delivered to the classroom and their names will be scanned in the office at that time.

No teacher may hold back milk or lunches for their class to insure their class gets theirs before the supply runs out; rather we will take extra care to insure proper amounts are on order. However, in the event we run short, we will make out the best we can under the circumstances. Procedures for allowing and managing the charging of lunch and/or milk tickets will be established in agreement with the administrator and the hot lunch program.

Outside Resource People

Classroom teachers are encouraged to make use of outside resource people to help enrich their programs and class activities. To avoid embarrassment and unnecessary conflict, please consult with the principal before making arrangements to have outside people present to a class. All visitors must report to the office upon entering the building, sign in and receive a 'visitor' badge. They also should sign-out and drop off their badge when leaving.

Special Services

Speech clinicians, hearing clinicians, psychologist, specialists in research and development, and subject area consultants are available through the Area 9 Mississippi Bend Office. Arrangements may be made for such service through the principal and building staffing team.

Films - Video Tapes

Films/videos can be helpful educational tools. However, they should be shown with educational objectives in mind; with proper planning which involves lead-up and follow-up activities. The practice of showing a film that someone else has ordered or as a time filler is inappropriate use of instructional time in all but a very few (emergency) instances.

Films/videos that require a fee must be approved in advance. It is the teacher's responsibility to be cognizant of and to follow all copyright rules/laws. Showing videos rented from regular consummer video stores is an infringement of copyright laws! See media specialist for assistance to order materials properly. AEA materials may be ordered on-line only.

Remember!!! PG stands for "Parental Guidance" and you must seek their consent (through a simple note) in order to show it. PG13 movies should not be shown in our elementary where students are 12 years old or younger. If you feel it is absolutely the best educational means for something you are teaching in your class and can make appropriate edits, a discussion with the principal and consequent parent consent could be considered.

Book Orders

Orders from Scholastic News, Weekly Readers, Arrow Book Club, etc., will be allowed up to six times per classroom per year. Dates are not to conflict with other book sales or fundraisers sponsored by the school or PTO. The school library sponsors a book fair twice each year--these months especially should be avoided for classroom orders.

Programs and Assemblies

All programs and assemblies will be scheduled according to available time and dates. While efforts WILL be made to spread times out throughout the day, there is often little flexibility in the schedules of visiting programs.

Assemblies will usually result in alterations of regular schedules. In most cases lost classes cannot, and will not, be made up. Teachers are not to expect special area teachers to make up such periods.

The teachers who have classes scheduled during the time of scheduled assemblies will be responsible for that class during the assembly. They should not assume the homeroom teacher is to take responsibility for supervising the group.

Field Trips

Field trips which are related to the school curriculum are encouraged as long as the district can financially afford them. It would be optimal for each classroom to have at least one annual field trip. Care should be taken to see that field trips are not repeated at subsequent grade levels.

Field trip request forms are to be filled out at least three (3) weeks in advance and submitted to the building principal.

ALL arrangements for alteration of scheduling and coverage of responsibilities and duties are to be discussed with the principal and taken care of by the sponsoring teacher prior to approval being granted.

Class Parties

During periods when we have all-school parties (Christmas, Halloween, or Valentine's Day, etc.), we will generally have an alternate building schedule that will involve all personnel. Individual class parties that vary from the agreed upon building schedule must be arranged with the Principal in advance of any parent communications to the contrary.

BUSINESS / CLERICAL PROCEDURES

Money Collections

All collections or fund raising should have prior approval from the building principal and must go through the school account. Teachers may not collect money from students, bank it in their personal account, and then write personal checks for purchases.

Per district policy, absolutely NO money shall be left in the classroom overnight -- it must be turned into the office each day. No money is to be left in the building overnight.

Printed Materials

The copy machine in the storeroom is for limited copies only! When 10 or more copies of a document require duplication, originals should be sent to the district copy center. It is important that teachers familiarize themselves with the "Guide to Print Service" issued by the North Scott Print Shop. Main points to consider are as follows: (1) Plan ahead, and allow at least three days for turn-around. (2) Fill out request form properly to avoid disappointment. (3) Please pay special attention to the section dealing with copyrighted materials.

Materials and Supplies

All text and basal series materials are to be checked out through office secretary. When an item is checked out to a teacher, that teacher is responsible for the item until it is checked back in. Teachers should not transfer material to other teachers. They should check them in so they can be checked out by whomever needs them next.

Teachers are asked to please not help themselves to items under counter or in supply room, **or money box;** please ask before taking. Some inventory items have to be closely accounted for.

Laminating Materials

Laminating can be arranged through the office. However, please allow sufficient time for the task to be accomplished. If doing the lamination yourself, please ask for instructions. NEVER readjust any of the settings. If the article you are laminating is too thick or large, laminating can be arranged through AEA.

A. V. check-out

Teachers may check out A. V. equipment in I. M. C. to be used in their room. However, we request that you check out on a permanent basis only that equipment that you will be using regularly (almost daily). In other words, please don't check out equipment permanently that you will use once or twice during a nine-week period.

BUILDING PROTOCOL

Schedules

Schedules imply an orderly process of managing a person's daily work assignment. Duty and teaching assignments are generally scheduled by the principal. The principal may request that teachers outline a proposed schedule and present it for final approval. This includes art, music, physical education, library, resource, and Title I. Trading classes, doubling of classes, and alteration of scheduling is to take place only after such has been discussed and cleared with building principal.

Teachers work together, at the beginning of the year, to establish workable schedules for their individual classrooms within the time allotments of the building schedule and those established by the State of Iowa. This schedule should be finalized and submitted to the principal within the first month of school. A copy of each teacher's schedule must be on file in the office. A copy of the schedule, including duties, must be on each teacher's desk for easy reference by a substitute.

Students Leaving During the Day

If a student is to be taken from school early, this must be done through the school office. FOR SAFETY REASONS, classroom teachers are not permitted to release a student from class to leave the building with anyone. If a student is to be picked up, parents must call for the student at the office. The office personnel will see that the student joins them there to check out and leave the building. Also for reasons of safety, parents are advised that if they send someone to pick up a student and that person is a stranger to us, they are to notify us ahead of time or the student may not be allowed to leave the premises.

New Schedule Beginning Fall 2002

Teacher Day 7:45 - 3:45
Student Day 8:05 - 3:05 (45 minute class periods)

7:30 Office Opens
7:45 Instructional Staff Arrive
7:50 Playground Supervision begins
7:55 Breakfast begins
8:00 Entrance Bell
- Teachers in Classrooms
- Busses unload
- Breakfast continues
- Office Business

8:05 Tardy Bell
- Students in Homerooms
- Coats & Materials
- Lunch Count & Attendance

8:12 Announcements & Pledge
- Students Seated

8:15 First Classes Begin

8:15 - 9:00	6th Grade Specials
9:00 - 9:45	5th Grade Specials
9:45 - 10:30	4th Grade Specials
10:30 - 11:15	3rd Grade Specials

10:45 -11:15	Primary Recess
11:15 -11:45	Primary Lunch
11:45 -12:15	3-4 Lunch / 5-6 Recess
12:15 -12:45	5-6 Lunch / 3-4 Recess

12:45 -1:30	2nd Grade Specials
1:30 - 2:15	1st Grade Specials
2:15 - 3:00	Kindergarten Specials

3:02 Announcements
3:05 Dismissal
4:00 Office closes

	K	1	2	3	4	5	6
PERIOD #1 8:15-9	8:15-10:45 150 min			GR	GR	W.W	☆
PERIOD #2 9-9:45	Reading Block			W.W	W.W	☆	GR
PERIOD #3 9:45-10:30				Wrt	☆	GR	W.W
PERIOD #4 10:30-11:15	10:45-11:15	Recess		☆	Wrt	Wrt	Wrt
Lunch #1 11:15-11:45	Lunch			Self-Selected			Rdg.
Lunch #2 11:45-12:15	11:45-2:15 (15)	11:45-12 Read 12-12:45	(15) Almd	Lunch		Recess	
Lunch #3 12:15-12:45	Math Soc St	Math		Recess		Lunch	
PERIOD #5 12:45-1:30	Science Soc St	Soc St / Sc	☆	Math			
PERIOD #6 1:30-2:15	Read Almd	☆	Soc St / Sc	Soc St / Science			
PERIOD #7 2:15-3:00	☆	Sc / Soc St	Sc / Soc St	Soc St / Science			

300 min = Instructional Time

John Glenn Elementary

2002-2003 Schedules

(45 minute class periods)

Day 3 & 4	Music	Phys. Ed.
8:15 - 8:37	6 - Kane	6 - Long
8:38 - 9:00	6 - Long	6 - Kane
9:00 - 9:22	5 - Irwin	5 - Schneckloth
9:23 - 9:45	5 - Schneckloth	5 - Irwin
9:45 - 10:07	4 - Graham	4 - Kelding
10:08 -10:30	4 - Kelding	4 - Graham
10:30 - 10:52	3 - Farber-Schirmann	3 - Lenig
10:53 - 11:15	3 - Lenig	3 - Farber-Schirmann
11:15 - 12:45	LUNCH & PREP	
12:45 - 1:07	2 - Friederichs	2 - Goettsch
1:07 -1:30	2 - Goettsch	2 - Friederichs
1:30 - 1:52	1 - Ferguson	1 - Harmsen
1:53 - 2:15	1 - Harmsen	1 - Ferguson
2:15 - 2:37	K - Glancy	K-Johannsen
2:38 - 3:00	K - Johannsen	K-Glancy

Day 1/2 (flip/flop day 2)	Art	I.M.C.
8:15 - 9:00	6 - Kane	6 - Long
9:00 - 9:45	5 - Irwin	5 - Schneckloth
9:45 - 10:30	4 - Graham	4 - Kelding
10:30 - 11:15	3 - Farber-Schirmann	3 - Lenig
11:15 - 12:45	LUNCH & PREP	
12:45 - 1:30	2 - Friederichs	2 - Goettsch
1:30 - 2:15	1 - Ferguson	1 - Schneckloth
2:15 - 3:00	K - Glancy	K - Johannsen

FRIDAY OPENING ASSEMBLY
SCHEDULE for 2002-03

7:30	Office staff arrives / Office Open
7:45	Instructional staff arrives
8:00	Students arrive
8:05	Tardy Bell
8:15	Morning assembly
8:45	6th grade Specials
9:25	5th grade Specials
10:05	4th grade Specials
10:45	3rd grade Specials (end 11:25)
11:00	K-1-2 Recess
11:25	Lunchroom set-up
11:30	K-1-2 Lunch
12:00	3-4 Lunch / 5-6 Recess
12:30	5-6 Lunch / 3-4 Recess
1:00	2nd grade Specials
1:40	1st grade Specials
2:20	Kindergarten Specials
3:00	End of day / Announcements
3:05	Buses depart / End teachers' day
3:45	End paraprofessionals' day
4:00	Office closes

(40 minute class periods)

2-Hr. LATE START -- INSERVICE
SCHEDULE for 2002-03

7:30	Office staff arrives / Office opens
7:45	Certified Staff arrives
9:45	Paraprofessional Staff arrives
10:00	Students arrive
10:05	Tardy Bell
10:12	Announcements
10:15	6th grade Specials
10:45	5th grade Specials
11:15	4th grade Specials (end 11:45)
11:50	K123 Lunch (Karyl, C1, C2) / 456 Recess (Barb,E2,H2) *
12:20	456 Lunch(Barb, D2, G2) / K123 Recess (Karyl,B2, H1) *
12:50	Homerooms / Gym clean-up
1:00	3rd grade Specials
1:30	2nd grade Specials
2:00	1st grade Specials
2:30	Kindergarten Specials
3:00	End student day / Announcements
3:05	Buses depart
3:45	End insructional staff day
4:00	Office closes

(30 minute class periods)

* See Supervision Schedule

1-HOUR EARLY DISMISSAL
SCHEDULE for 2002 - 2003

7:30	Office staff arrives/Office Open
7:45	Instructional staff arrives
8:00	Students arrive
8:05	Tardy Bell
8:15	6th grade Specials
8:55	5th grade Specials
9:35	4th grade Specials
10:15	3rd grade Specials
10:55	2nd grade Specials (end 11:35)
11:35	Lunchroom set-up
11:40	K123 Lunch (Karyl, C1, C2) / 456 Recess (Barb,E2,H2) *
12:10	456 Lunch(Barb, D2, G2) / K123 Recess (Karyl,B2, H1) *
12:40	1st grade Specials
1:20	Kindergarten Specials
2:00	End of Day / Announcements
2:05	Buses Depart / End instructional staff day
2:15	Office closes

(40 minute class periods)

* See Supervision Schedule

DAILY SCHEDULE (3 - Farber-Schirman)
2002 - 2003

8:00	Entrance Bell (breakfast & office business)
8:05	Tardy Bell (Homeroom) Lunch Count Attendance
8:10	Announcements & Pledge of Allegiance
8:15 - 10:30	Guided Reading / Working with Words / Writing BLOCKS
10:30 - 11:15	SPECIALS (teacher preparation period)
11:15 - 11:45	Self-Selected Reading BLOCK
11:45 - 12:15	Lunch
12:15 - 12:45	Recess
12:45 - 1:30	MATH
1:30 - 2:15	SCIENCE (Lenig)
2:15 - 3:00	SCIENCE

DAILY SCHEDULE (3 - Lenig)
2002 - 2003

8:00	Entrance Bell (breakfast & office business)
8:05	Tardy Bell (Homeroom) Lunch Count Attendance
8:10	Announcements & Pledge of Allegiance
8:15 - 10:30	Guided Reading / Working with Words / Writing BLOCKS
10:30 - 11:15	SPECIALS (teacher preparation period)
11:15 - 11:45	Self-Selected Reading BLOCK
11:45 - 12:15	LUNCH
12:15 - 12:45	RECESS
12:45 - 1:30	MATH
1:30 - 2:15	SOCIAL STUDIES (Farber-Schirman)
2:15 - 3:00	SOCIAL STUDIES

DAILY SCHEDULE (4 - Graham)
2002 - 2003

8:00	Entrance Bell (breakfast & office business)
8:05	Tardy Bell (Homeroom) Lunch Count Attendance
8:10	Announcements & Pledge of Allegiance
8:15 - 9:45	Guided Reading / Working with Words BLOCKS
9:45 - 10:30	SPECIALS (teacher preparation period)
10:30 - 11:45	Writing / Self-Selected Reading BLOCKS
11:45 - 12:15	Lunch
12:15 - 12:45	Recess
12:45 - 1:30	MATH
1:30 - 2:15	SCIENCE (Kelding)
2:15 - 3:00	SCIENCE

DAILY SCHEDULE (4 - Kelding)
2002 - 2003

8:00	Entrance Bell (breakfast & office business)
8:05	Tardy Bell (Homeroom) Lunch Count Attendance
8:10	Announcements & Pledge of Allegiance
8:15 - 9:45	Guided Reading / Working with Words BLOCKS
9:45 - 10:30	SPECIALS (teacher preparation period)
10:30 - 11:45	Writing / Self-Selected Reading BLOCKS
11:45 - 12:15	Lunch
12:15 - 12:45	Recess
12:45 - 1:30	MATH
1:30 - 2:15	SOCIAL STUDIES (Graham)
2:15 - 3:00	SOCIAL STUDIES

DAILY SCHEDULE (5 - Irwin)
2002 - 2003

8:00	Entrance Bell (breakfast & office business)
8:05	Tardy Bell (Homeroom) Lunch Count Attendance
8:10	Announcements & Pledge of Allegiance
8:15 - 9:00	Working With Words BLOCK
9:00 - 9:45	SPECIALS (teacher preparation period)
9:45 - 11:45	Guided Reading /Writing / Self-Selected Reading BLOCKS
11:45 - 12:15	Recess
12:15 - 12:45	Lunch
12:45 - 1:30	MATH
1:30 - 2:15	SOCIAL STUDIES (Schneckloth)
2:15 - 3:00	SOCIAL STUDIES

DAILY SCHEDULE (5 - Schneckloth)
2002 - 2003

8:00	Entrance Bell (breakfast & office business)
8:05	Tardy Bell (Homeroom) Lunch Count Attendance
8:10	Announcements & Pledge of Allegiance
8:15 - 9:00	Working With Words BLOCK
9:00 - 9:45	SPECIALS (teacher preparation period)
9:45 - 11:45	Guided Reading /Writing / Self-Selected Reading BLOCKS
11:45 - 12:15	Recess
12:15 - 12:45	Lunch
12:45 - 1:30	MATH
1:30 - 2:15	SCIENCE (Irwin)
2:15 - 3:00	SCIENCE

DAILY SCHEDULE (6 - Kane)
2002 - 2003

8:00	Entrance Bell (breakfast & office business)
8:05	Tardy Bell (Homeroom) Lunch Count Attendance
8:10	Announcements & Pledge of Allegiance
8:15 - 9:00	SPECIALS (teacher preparation period)
9:00 - 11:45	Guided Reading / Working With Words / Writing / Self-Selected Reading BLOCKS
11:45 - 12:15	Recess
12:15 - 12:45	Lunch
12:45 - 1:30	MATH
1:30 - 2:15	SOCIAL STUDIES (Long)
2:15 - 3:00	SOCIAL STUDIES

DAILY SCHEDULE (6 - Long)
2002 - 2003

8:00	Entrance Bell (breakfast & office business)
8:05	Tardy Bell (Homeroom) Lunch Count Attendance
8:10	Announcements & Pledge of Allegiance
8:15 - 9:00	SPECIALS (teacher preparation period)
9:00 - 11:45	Guided Reading / Working With Words / Writing / Self-Selected Reading BLOCKS
11:45 - 12:15	Recess
12:15 - 12:45	Lunch
12:45 - 1:30	MATH
1:30 - 2:15	SCIENCE (Kane)
2:15 - 3:00	SCIENCE

Admission of New Students

No child is to be admitted to the classroom until a placement has been given by the office.

Transfer of Students

When a student is transferring to another school, teachers must complete a transfer sheet and turn into the office. When the teachers have checked off and signed the transfer sheet, it is assumed they have completed areas checked off--they will be held responsible for such.

Classroom Visitations

ALL VISITORS MUST WEAR A VISITOR'S BADGE which will indicate that the visitor has checked in at the office. Staff is responsible for assisting to monitor for visitor badges.

A. Professional Personnel
   There is an "open door" policy which permits professional personnel to visit any classroom except when testing or some unusual circumstances exist.

B. Staff Members
   Teachers are encouraged to visit other classrooms when possible.

C. Parents
   Teachers may invite parents to visit classrooms or parents may request classroom visitation. Such visits are to be encouraged. However, the office must always be made aware of such arrangements.

D. Guests and Students
   Any other guest or student may visit only after permission has been granted by the principal who then will make arrangements with classroom teachers.

Faculty Room

The faculty room exists for the staff. Students are never permitted in the faculty room unless under the supervision of a teacher and then only in emergency situations.

The faculty room is set up to provide the teachers with areas for coats, work, and lunch. The faculty room also contains resource materials. A phone is provided for the faculty but is for local calls only.

Smoking is not permitted in the faculty room or anywhere on school grounds.

Cleaning

The maintenance personnel are responsible for the floors, chalkboards and general maintenance of the individual classrooms as well as the building in general. Teachers, however, should cooperate by encouraging children to pick up after themselves. Custodians should be accomodated in requests (such as putting chairs on top of tables at the end of the day, erasing chalkboards nightly, etc.) that help them to do their jobs most efficiently. Children's desks and/or lockers should be cleaned out periodically. Encourage children to be neat and orderly. Both of these facets help students with organizational skills.

Repairs needed should be reported to the office.

Claiming and Marking Furniture

Teachers should not tag or use permanent markers to mark furniture, chairs, etc. Furniture does not belong to any one room or teacher, it may be reassigned to another area as needed.

Teachers are also discouraged from bringing into the classroom personal furniture for several reasons, one being insurance and liability. The district usually will equip rooms with all that is needed. If teachers feel they need to bring a piece of furniture into their classroom, they should first get it okayed by the building administrator. Personnel will not be allowed to bring in their own electrical appliances such as refrigerators, coffee makers, air conditioners, etc.

COMMUNICATION

Phone Use

A. School telephone
The school telephone is for business and shall be used for school business only. Teachers will not be summoned from class or meetings to answer the phone except in case of emergency.

B. Faculty Telephones
Personal calls are to be kept to a minimum, especially during the student day. Calls during instructional time(both incoming as well as outgoing) are STRONGLY discouraged. Please turn the ringer off/down during instructional time and allow the voice mail to receive messages.

C. Bills for long distance calls are monitored. When making a long distance call, please record the date, time & number on the secretary's log.

D. Student Use of Telephone
Students should be discouraged from using the school phone unless absolutely necessary.

QuickMail / E-Mail

Each teacher has a computer in their classroom/work area that is networked with "QuickMail Pro". QuickMail is used extensively for instantaneous communication within the John Glenn building. Much day-to-day "business" is conducted through QuickMail communications that allow for less of a need to find time for staff meetings. QuickMail is used for personal greetings and words of encouragement, as well as immediate question/answers, meeting agendas, staff updates, "week-at-a-glance" notifications, etc. Staff is asked to check their QuickMail minimally upon arrival, midway through the day, and before leaving in the evening. All new staff will receive inservice training on the use of QuickMail soon after employment.

GLENN ELEMENTARY 308 N. Main Street Donahue, IA 52748
563-282-9627 fax: 563-282-9720

TEACHING STAFF:

K--Abby Glancy	282-9888	glancy_abby@north-scott.k12.ia.us
K--Debbie Johannsen	282-9875	johannsen_deb@north-scott.k12.ia.us
1--Tonia Ferguson	282-9871	ferguson_tonia@north-scott.k12.ia.us
1--Shelly Harmsen	282-9889	harmsen_shelly@north-scott.k12.ia.us
2--Clint Friederichs	282-9872	friederichs_clint@north-scott.k12.ia.us
2--Jan Goettsch	282-9874	goettsch_jan@north-scott.k12.ia.us
3--Pat Farber-Schirman	282-9887	farber-schirman_pat@north-scott.k12.ia.us
3--Amy Lenig	282-9892	lenig_amy@north-scott.k12.ia.us
4--Jessica Graham	282-9886	graham_jessica@north-scott.k12.ia.us
4--Eleanor Kelding	282-9881	kelding_eleanor@north-scott.k12.ia.us
5--Cindy Irwin	282-9880	irwin_cindy@north-scott.k12.ia.us
5--TJ Schneckloth	282-9873	schneckloth_tj@north-scott.k12.ia.us
6--Sue Kane	282-9891	kane_sue@north-scott.k12.ia.us
6--Clint Long	282-9885	long_clint@north-scott.k12.ia.us
Christi Fulwider(Library/TAG)	282-9869	fulwider_christi@north.scott.k12.ia.us
Tracy Helton (Guidance)	282-9890	helton_tracy@north-scott.k12.ia.us
Eric Hofmann(SpEd Resource)	282-9893	hofmann_eric@north-scott.k12.ia.us
Ann Lange (RdgRec/Title 1)	282-9863	lange_ann@north-scott.k12.ia.us
Brent Buttjer (PhysEd)	282-9884	buttjer_brent@north-scott.k12.ia.us
Eileen Carlson (Music)	282-9879	carlson_eileen@north-scott.k12.ia.us
Marcia Schroeder (Art)	282-9879	schroeder_marcia@north-scott.k12.ia.us

* *

OFFICE STAFF:

C.J. Albertson (Principal)	282-9862	albertson_cj@north-scott.k12.ia.us
Linda Holdorf(Secretary)	282-9866	holdorf_linda@north-scott.k12.ia.us
Cheryl Jurgens (Nurse)	282-9868	jurgens_cheryl@north-scott.k12.ia.us
Irene Schneckloth(Off. Aide)	282-9865	schneckloth_irene@north-scott.k12.ia.us
Karyl McFate (SpEd Aide)	282-9893	mcfate_karyl@north-scott.k12.ia.us
Barb Powers (Media Aide)	282-9869	powers_barb@north-scott.k12.ia.us
Deanna Kieliszek(IndSpEd Aide)	282-9627	kieliszek_deanna@north-scott.k12.ia.us
Jamie Reinhardt(IndSpEd Aide)	282-9627	reinhart_jamie@north-scott.k12.ia.us
Tom Keppy (Head Custodian)	282-9627	keppy_tom@north-scott.k12.ia.us
Joe Needom (PM Custodian)	282-9627	needom_joe@north-scott.k12.ia.us

* *

2002-2003 INFORMATION:

Colors -- Blue & Gold
Official Newsletter -- "The Orbit"
Enrollment -- 259
School Song-- "This School Is Your School, This School Is My School"

Inter-School Communications

Please check your mail box and e-mail AT LEAST a couple of times daily. It would be especially wise to check first thing in the morning and just before dismissal each day. Most office messages, staff bulletins, and principal's communiqués will be found in your email. (If in need of further inservice on accessing messages and attachments, please see Mrs. Fulwider or Mrs. Albertson. This will be a critical skill for successful building communication.)

"Going Home" Notes

The monthly "Orbit" will be published and sent home on the last Thursday of each month (i.e. the October newsletter will go home on September 28th, the November newsletter will go home on October 26th, etc.). This will be large and informative and will include a monthly activity calendar specifically pertinent to John Glenn and a lunch menu. Other "Mini-Orbits" will be published as needed throughout the month to be distributed on THURSDAYS, as well. Only very critically time-sensitive notes should be sent home at any other time.

Please send all notices home when scheduled. Many notes are timed to go home on a certain day. It causes us embarrassment and frustration when parents don't receive notices at the proper time. This is one of the important reasons that we ask you to check you mailbox and e-mail several times throughout the day.

All formal class notes or notices that are to be sent home with students must be approved by principal before they are released. Please time regular/weekly/monthly classroom "newsletters" to correspond with the Thursday timeline. All other notices would be best received as a part of the Thursday "packet" as well unless a specific timing issue necessitates different timing.

PHONE CODES

CJ	862
Linda	866
Cheryl	868
Irene	865
Teacher's Rm.	864

K-Glancy	888
K-Johannsen	875
1-Ferguson	871
1-Harmsen	889
2-Friederichs	872
2-Goettsch	874
3-Farber-Shirman	887
3-Lenig	892
4-Graham	886
4-Kelding	881
5-Irwin	880
5-Schneckloth	873
6-Kane	891
6-Long	885

Art/Music	879
PE	884
I.M.C.	869
Writing Center	890
Book Room/Speech	
Tracy Helton	802
Ann Lange	863
Eric Hofmann	893

ARMSTRONG	Kurt	122
	Vicki	123
GRISSOM	Jim	289-4404
SHEPARD	Sharon	114
	Barb	115
WHITE	John	304
	Mary	301

Pat Curtis' Cell 340-9301

Tim Dose	081
Joe Hintz	147
John Netwal	654
Marlene Burkamper.	100
Nancy Case	101
Kelli Greenleaf	810
Pam Engelbrecht	102
Kristy Looney	103
Sharon Goldsmith	104
Rose McGill	612
Helen Peters	113
Dale Tuftee	617
Cindy VanDeWalle	428

Bus Garage	801
Print Shop	064
Warehouse	106
Grounds	029

Kitchen (HS)	598
Doug Fisher	744
Ken Hamilton	109
Gary Hill	108

H.S.		285-9631
	Nick Hobbs	201
	Denny Johnson	206
JR. HIGH	Dave	416

308 N. Main Donahue, IA 52746
PHONE: 282-9627
FAX: 282-9720

AEA 359-1371

SAFETY

Supervision

All staff is expected to be on duty at assigned positions at times scheduled. If they are unable to keep their commitment, they are to make arrangements to have someone take their place.

*School Building:

Children are to be supervised at all times. Students should never be left alone in a classroom, lunchroom, etc. If the teacher must leave the room for some emergency, a neighboring teacher should be informed and asked to keep an eye in the room. If the emergency is longer than five minutes, the office should be informed.

On days when the weather is inclement, an alternative "indoor recess" procedure will be followed, but students must still be supervised at all times. Children are never to be allowed in the classrooms at lunchtime and/or recess unless attended by a teacher.

All teachers are to supervise hallways, lockers, coatrooms, lavatories, and dismissal.

*Playground:

Personnel are asked to assist with playground duty. Assigned staff should always be on time for this responsibility. They should appoint persons responsible for collecting balls, ropes, etc.

Each teacher should meet their class at the door and be responsible for their conduct upon entering the building.

Children go outside for recess except in rainy or extremely cold weather (see item above). The children excused from recess due to health problems should bring work with them to a designated room/area.

Drills and Emergencies

*Fire:

Local fire regulations must be followed; this includes a minimum of four (4) fire drills per school year. Aisles should be kept clear for quick and easy exits. Defective electrical appliances or outlets are to be reported immediately. In case of fire, do not wait to contact the office but pull the fire alarm in either hall and sound the fire bell.

All classrooms must have fire exit directions and a map posted in the room.

FIRE DRILL PROCEDURE

*Signal - Intermittent blasts from the alarm.

1. All pupils, teachers, visitors, and other personnel must leave the building during the fire drill.
2. The last person out closes the classroom door.
3. Each teacher must take attendance once outside.
4. Report any missing students immediately.
5. All are to exit in perfect silence and return in perfect silence.
6. Teachers and pupils are to remain outside until a signal is given to return to the building.
7. Students should be prepared for blocked exits and know what to do and where to go.

*Tornado:

Local Tornado regulations should be followed; this includes a minimum of four (4) tornado drills per school year. All classrooms should have tornado drill regulations and a map posted.

TORNADO DRILL PROCEDURE

*Signal - Continuous ring from the alarm

1. All pupils, teachers, visitors, and other personnel must proceed to their designated areas of safety.
2. The last person out of the classroom should close the door.
3. Each teacher must take attendance once in the assigned area of safety.
4. Report any missing students immediately.
5. All are to proceed to their areas in perfect silence and return to their rooms in silence.
6. Remain in the area of safety until the signal is given to return to your classroom.

*Rapid Dismissal:

These drills would be conducted in case of a bomb threat or other threat to the safety of students. Follow the same procedures as for a fire drill. Evacuation should be to Don's Pub and/or the Co-Op. Teachers should take class lists with them when leaving the building.

*Intruder/Lock-Down:

These drills would be conducted in case of a dangerous situation in which it would be safest that students remain in a "lock-down" situation within the classroom. An intercom message announcing "A reminder to staff that today we are following an 'E' schedule in the ____(1. area that is a problem) or (2. building)____", will be made. Staff is then to use the following procedure:

1. Staff supervising students must hold students until the all clear is issued regardless of where you are located in the building. Continue teaching or working, stay seated unless otherwise directed.
2. Staff supervising students outside the building will be contacted and given further instructions.
3. All staff not supervising students must report to the main office.
4. Students in halls go to the 1st room available. Teachers check hallways to collect wandering students (as adults it is our responsibility).
5. Classroom doors must be closed and locked if possible.
6. Individual plans are written for some special needs students.
7. Bells designating period changes will be shut off or disregarded.
8. A designated person will contact central office and appropriate law enforcement/agencies if warranted.
9. A debriefing will take place at an appropriate time after the emergency.
10. All clear PA signal will be announced as follows: "The E schedule is canceled."

SUPERVISION Schedule for 2002-2003

	DAY 1	DAY 2	DAY 3	Day 4
A.M. 7:50-8:05 (15)	Barb	Barb	Brent	Brent
K-1-2 RECESS 10:45-11:15 (30)	Karyl Tonia	Karyl Clint F.	Karyl Shelly	Karyl Abby
K-1-2 LUNCH 11:15-11:45 (30)	K	1	2	Deb Jan
3-4 LUNCH 11:45-12:15 (30)	Karyl Eleanor	Karyl Jessica	Karyl Eleanor	Karyl Amy
5-6 RECESS 11:45-12:15 (30)	Barb Sue	Barb TJ	Barb Cindy	Barb Clint L.
LINE-UP/SWITCH 12:10-12:25 (15)	Christi	Christi	Christi	Christi
5-6 LUNCH 12:15-12:45 (30)	Barb Cindy	Barb Clint L.	Barb Sue	Barb TJ
3-4 RECESS 12:15-12:45 (30)	Pat Eric	Amy Ann	Pat Eric	Jessica Ann
DETENTION 12:15-12:45 (30)	Tracy	Marcia	Tracy	Eileen

A-10 -- STAFF DEVELOPMENT (MANDATORY) CYCLES

AREA	REQUIRED FOR:	FREQUENCY	RESPONSIBILITY
Abuse of student by	Level 1 Investigator(s)	5 years	AEA
Affirmative Action	Principals	Periodically	Diocese
Asbestos	Maintenance/Custodial	Within 60 days of hire	Local School/AEA
At-Risk	All School Personnel	Periodically	Local School
Bus-Driver Training	All Bus Drivers	2 hrs. first 6 mos. 2 hrs. every 5 yrs.	Local School/AEA
Career Education	Teachers	Periodically	Local School
Catechetical Training	Teachers of Religion	16 hr. every 2 yrs.	Local School/Diocese
Child Abuse	All School Personnel	2 hrs. 1st 6 months 2 hrs. every 5 yrs.	Local School/Diocese
Education Aides	Newly Hired Aids	During 1st year of hire	Local School/AEA
Evaluators Approval	Principals/Dep't. Heads	1st time 45 hr. course Renew every 5 years	ICN/AEA
Gifted & Talented	All Teacher Coord. of Able Learners	Periodically	Local School
Global Education	Teachers	Periodically	Local School
Hazardous Chemicals	All Employees	Awareness/Info. Trng.	Local School/AEA
Human Growth & Development	Teachers	Periodically	Local School
Multicultural / Gender Fair	All Staff	Periodically	Local School
School Improvement	All Staff	Annually	Local School/Diocese
Special Education	All Staff	Periodically	Local School
Technology	All Staff	Periodically	Local School
Universal Precautions	All Staff	Annually	Local School

NORTH SCOTT COMMUNITY SCHOOLS
EVALUATION REPORT

Teacher: Date:

Evaluator: **CJ Albertson, principal** **John Glenn Elementary**

CODE: S-Satisfactory NI-Needs Improvement

A. Productive Teaching Techniques

S NI 1. Clarity in presentation
S NI 2. Variability in materials, activities, etc.
S NI 3. Opportunity for pupils to learn materials on tests
S NI 4. Use of student ideas
S NI 5. Structuring comments used as advance organizers
S NI 6. Probing questions used for understanding of concepts relationships and for feedback to the teacher
7. Comments:

B. Positive Interpersonal Relations

S NI 1. Shows respect
S NI 2. Amount of criticism (positive, encouraging, supportive)
S NI 3. Tolerant
S NI 4. Fair
S NI 5. Available
S NI 6. Provides opportunities for all pupils to have experiences
7. Comments:

C. Organized, Structured Class Management

S NI 1. Businesslike or task-oriented behavior
S NI 2. Difficultly of level of instruction appropriate for individuals
S NI 3. Uses class time efficiently
S NI 4. Constantly monitors pupil's progress and adjusts pace accordingly
S NI 5. Work is relevant and in sufficient amounts for depth learning
S NI 6. Has written objectives and is teaching toward them
7. Comments:

D. Intellectual Stimulation

S NI 1. Enthusiasm
S NI 2. Makes classwork interesting
S NI 3. Sustains pupil attention and response with activities appropriate to the pupil's levels
S NI 4. The teacher is an exciting, vibrant person
S NI 5. The teacher inspires students to seek more knowledge on the subject
S NI 6. The teacher and pupils share in the enjoyment of humorous situations
7. Comments:

_____

E. Desirable Out-of-Class Behavior

S NI 1. The teacher is a good team worker
S NI 2. The teacher reports pupil progress to parents in an effective manner
S NI 3. The teacher utilizes community resources in instruction
S NI 4. The teacher assumes responsibilities outside the classroom as they relate to school
S NI 5. The teacher is committed to the primary goal of assisting student growth
S NI 6. The teacher strives for improvement through positive participation in professional growth activities
S NI 7. Adheres to building and district policy and procedures
8. Comments:

_____

F. Additional Comments:

_____

This report has been discussed on (date) _____ and I have received a copy.

Date _____ Teacher _____

Date _____ Evaluator _____

NORTH SCOTT COMMUNITY SCHOOLS
CLASSIFIED EVALUATION

2000-2001

Employee: **NAME** School/Building: **John Glenn Elementary**

Job Title/Assignment: **Assignment**

The evaluation instrument is divided into three sections to facilitate the evaluation. Section I divides the job performance into several different categories and is there to assist in pointing out the strengths and/or weaknesses of the employee's job performance. Section II is the evaluator's comments. Section III is used to outline areas which need improvement and a timetable for that improvement.

DIRECTIONS: A three-point scale is used in this evaluation. A single mark (1, 2, 3, or 0) should be made in the appropriate box for each item. These marks reflect the following initiatives:

1. Satisfactory ..... Consistently creditable work meeting expectations of the school. Continued growth is anticipated.
2. Needs Improvement .. Improvement is expected.
3. Unsatisfactory ..... Unacceptable performance. Improvement is imperative.
0. Insufficient Evidence .. Evidence is insufficient to make an evaluation.

Evaluators are required to complete all items listed in each area.

PROCEDURE: All evaluations are to be completed at least once each school year. Probationary personnel are to be evaluated at least twice each year.

PURPOSE: The primary purpose of the evaluation program of North Scott Community School District is for the improvement of service to our students and their families. The students of this school should receive the best possible total education program that our qualified personnel can offer. This process affords the employee and evaluator the opportunity to emphasize, review and clarify responsibilities and expectations. It provides direction to encourage positive growth of the employee and it attempts to improve our service through the exchange of ideas.

SECTION I

1 2 3 0 **1. Quality of Work** Consider the employee's neatness, accuracy, degree of excellence and knowledge of the technical requirements of the job; follow-through on details; communicates in a positive manner in person and on the telephone.

1 2 3 0 **2. Quantity of Work** Consider the amount of work, output, initiative, efficiency; the employee's conscientiousness in carrying out the job assignments.

1 2 3 0 **3. Attendance** Consider the employee's absenteeism and tardiness.

1 2 3 0 **4. Work Attitude** Consider the employee's interpersonal relationships with co-workers and public; willingness to cooperate with supervisors in conforming to the rules of work; the employee's treatment of the district's equipment.

1 2 3 0 **5. Physical Fitness** Consider the employee's physical ability to perform the job requirement.

1 2 3 0 **6. Personal Appearance** Consider the employee's appropriateness of attire, cleanliness and general grooming.

1 2 3 0 **7. Judgment** Consider the employee's ability to adjust to changing situations; the ability to plan for future events; the ability to evaluate circumstances to make the appropriate decision and to maintain the confidentiality of school and personnel matters.

1 2 3 0 **8. Supervisory Ability** Consider the employee's ability to direct, teach, and constructively influence the job performance and opinions of others. This category may not apply to all employees.

SECTION II

Evaluator's Comments:

SECTION III

Goals and Areas for Improvement:

Approved 8-26-02

NORTH SCOTT COMMUNITY SCHOOL DISTRICT

2002-03 DISTRICT GOALS

1. Implement the District's Strategic Comprehensive School Improvement Plan

   A. Long Range Goal #1: All students will demonstrate progress in their reading performance.

   Annual Improvement Reading Goal 1.1 - We will increase the percentage of low socio-economic status students in grade 8 who are proficient in reading comprehension as measured by the Iowa Test of Basic Skills reading comprehension test.

   Additional District Goals for Monitoring Student Progress in Reading:

   - We will increase the percentage of students in grades 3-9 who demonstrate a year's growth on the ITBS/ITED reading comprehension test.
   - We will increase the percentage of students scoring a five or higher on the *Work Keys* "Reading for Information" assessment.
   - We will increase the percentage of graduating seniors who have taken four years of language arts.

   B. Long Range Goal #2: All students will demonstrate progress in their ability to apply mathematical concepts to effectively solve problems.

   Annual Improvement Math Goal 2.1 - We will increase the percentage of low socio-economic status students in grade 8 who are proficient in mathematics as measured by the Iowa Test of Basic Skills mathematics total test.

   Additional District Goals for Monitoring Student Progress in Math:

   - We will increase the percentage of students in grades 3-9 who demonstrate a year's growth on the ITBS/ITED math total test.
   - We will increase the percentage of 4th and 8th grade students who achieve the problem solving standards as measured by the *New Standards Math Reference Exam.*
   - We will increase the percentage of graduating seniors who have taken three or more years of mathematics.

C. Long Range Goal #3: All students will demonstrate progress in their ability to use science inquiry skills to understand their world.

Annual Improvement Science Goal 3.1 - We will increase the percentage of students in grades 8 and 11 who are proficient in the use of scientific inquiry strategies as demonstrated on a district designed science performance assessment.

Additional District Goals for Monitoring Student Progress in Science:

- We will increase the percentage of graduating seniors who have taken three or more years of science.

D. Long Range Goal #4: All students will demonstrate progress in their personal, social, and civic responsibilities.

District Goals for Monitoring Student Progress:

- We will validate that the learning environment is inclusive, safe, disciplined, and accessible to maximize student learning.
- We will decrease the percentage of students reporting that they have used alcohol, tobacco, or other drugs at all grade levels surveyed.
- We will decrease the percentage of discipline referrals in grades 7-12.

E. Long Range Goal #5: All students will progress in their readiness for employability in an ever-changing world.

District Goals for Monitoring Student Progress:

- We will increase the learning opportunities and provide curriculum for all students that help them progress in their readiness for employability.
- We will increase the number of students achieving a score of five on the 11th grade *Work Keys* assessments.

F. Long Range Goal #6: We will expand opportunities that promote understanding and acceptance of diversity.

District Goals for Monitoring Progress:

- We will actively recruit and maintain staff of diverse cultural, racial/ethnic and linguistic backgrounds.
- We will empower the North Scott Equity Committee to coordinate and promote diversity and diversity programming.

- We will develop a plan that ensures all employees receive diversity training throughout each school year.

- We will provide an opportunity for each student and faculty member to have contact, communication and/or interaction with students of diverse cultural, racial/ethnic and linguistic backgrounds.

2. Develop and implement financial and business activities, which will maintain and improve the financial position of the school district as it relates to the district's educational mission.

   Planned Activities:

   A. Revise and update a 5-year financial plan that will include planning for declining enrollment and low allowable growth.
   B. Implement a plan to maintain the district's solvency ratio.
   C. Continue to seek out and implement all available financial resources to support the mission of the district.
   D. Implement all recommendations as delineated in the 2001/2002 district audit report.
   E. Develop and implement a plan for employees and community members that will increase their knowledge in regards to the district's financial status, budgeting process and procedures.

3. Maintain district facilities and grounds which enhance educational opportunities for students, provide a safe desirable work place for our employees and foster community pride.

   Planned Activities:

   A. Revise and implement a strict preventative maintenance program for all HVAC equipment and other electrical mechanical systems throughout the district.
   B. Update all buildings to insure that they comply with all OSHA, fire and insurance regulations and recommendations.
   C. Address all of the standards in regard to facility accessibility contained in the Individual's with Disabilities Act.
   D. Accelerate the removal of asbestos containing floor tile from all district facilities.
   E. Continue to paint and renovate all district buildings to create a clean and bright learning environment.
   F. Continue to address, update and improve district-wide safety measures for students, staff and the public.

6 Goals for Successful Parent - Teacher Conferences

1. Be honest about the student's academic performance.
   * Prepared agenda (that *they* see)
   * Previous "warning" by phone
   * Documentation by sample rather than gradebook

2. Be honest about the student's behavior.
   * Previous "warning" even more important
   * Log (include consequences); What techniques have been tried
   * Copy of behavioral guidelines
   * Brainstorm possible solutions

3. Develop an action plan that involves the parents.
   * Establish a "partnership"
   * "Give me your understanding of the situation....." (Paraphrase)
   * Listen!
   * Clearly delineate what will be expected from them at home (the 'plan')

4. Build a relationship of trust and respect.
   * Simple courtesies (on time; greeting; adult furniture; body language)
   * Listen! Listen! Listen!
   * "I don't know" is OK; be honest at all times
   * Balance of positive and negative

5. Seek parents' input on problem solutions.
   * "What have you tried in similar situations at home?" (effective?)
   * "What has your child said about the situation?" (perspective)

6. Concentrate on the most important concerns.
   * Don't overwhelm with too many issues; choose your battles
   * Don't rush; reschedule (time to think)
   * Follow-up (immediate and a few weeks later)

7. Be Confidential!
   * Don't show all the grades in your book.
   * Don't use other students in the class as examples when talking
   * Use actual statements that remind them of your professionality to this end

Do's & Don'ts for Parent Conferences

DO. . .

. . . remember that parents are important to student success.

. . . put parents at ease, especially those uncomfortable in school.

. . . be polite and always stay in control of your emotions.

. . . listen to parents' concerns and answer their questions honestly.

. . . describe the child's positive qualities.

. . . ask the parents' advice on what you might do differently in working with their child.

. . . reflect on the conference and take notes on how it could have turned out better, and what you can do next time.

. . . keep your promises.

DON'T. . .

. . . overlook your resources. Perhaps the counselor or psychologist should sit in.

. . . have long-winded small talk about you, your family, or your experiences. Parents are there to hear & talk about their child.

. . . verbally attack the child. Rather, attack the problem.

. . . use educational jargon or lecture.Effective communication comes from speaking and listening, in terms you both understand.

. . . have interruptions during the conference.

. . . be afraid to admit that you could have done something differently or better. You don't need to have an answer for everything.

. . . leave the parents bewildered, with no sense of the action they need to take. Use our "action plan" sheets to develop a plan that outline the responsibilities of ALL involved.

. . . let the rudeness of a parent prevent you from continuing to help the child. Excuse yourself and get an administrator to end the conference. Teachers do not have to be verbally abused.